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ABSTRACT

In this book, a social justice-focused elementary teacher educator narrates her own experience with the rationale for selected lessons from critical literacy, equity-oriented multiculturalism, and pedagogical practice courses. She examines the parallel practice implications of her own curriculum with graduate students for the work her students will do with children. After an introduction, "Parallel Practices: Social Justice-Focused Teacher Education and the Elementary Classroom," five chapters include: (1) "The Author Re-evaluates Her Earliest Elementary Teaching Model in the Service of Prizing the Stuff of John Dewey's 'Human Life': How a Conception of 'Wholeness of Labor' Might Generate Parallel Practices for Elementary Curriculum and Teacher Education Work"; (2) "Using Classic Social Reconstructionist Text in Elementary Teacher Education Study: Study Guides and Lesson Plans to Move Prospective Elementary Educators Beyond Laissez-Faire Discussion toward a Commitment to Social Justice"; (3) "A Day in the Life of Social Reconstructionist Arts-Based Teaching on a Multi-age Elementary Team: Parallel Practices for the Elementary School Classroom"; (4) "Using Multicultural Literacy Assignments to Inspire Social Action as Curriculum: Salman Rushdie's 'Haroun and the Sea of Stories' Illuminates My (A Teacher Educator's) Community's Development Crisis"; and (5) "EDUC 594: Social Action as Curriculum: From 'Animal Dreams' to the Museum of Social Advocacy as Art." (Contains 60 references.) (SM)

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